

The effectiveness of short-form videos in enhancing Chinese listening comprehension among non-major university students: A case study at Thai Nguyen University of Education, Vietnam

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International Journal of Science and Research Archive, 2026, 20(01), 623–633

Publication history: Received on 10 June 2026; revised on 15 July 2026; accepted on 17 July 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.20.1.1489>

Abstract

In the context of digital transformation in education, this study examines the effectiveness of integrating short-form videos into Chinese listening instruction for non-major undergraduate students at Thai Nguyen University of Education, Vietnam. A four-week quasi-experimental study involving 80 second-year elementary-level students compared short-form video-based instruction with conventional audio-based teaching. Data were collected through pre- and post-tests, questionnaires, and classroom observations. The results indicate that short-form videos significantly improve listening comprehension by providing authentic, multimodal input that enhances learning motivation, speech perception, and contextual meaning inference. However, instructional use remains largely unsystematic, as video resources are not well curated and are often employed only as supplementary materials. The study recommends developing a digital repository of instructional videos and adopting a standardized three-stage listening model to maximize the pedagogical benefits of short-form videos in Chinese language education.

Keywords: Short-Form Videos; Chinese Listening Comprehension; Non-Major University Students; Language Skill Development; Video-Based Learning.

1. Introduction

Amid the ongoing digital transformation of education and increasing internationalization, foreign language communicative competence has become an essential outcome of higher education. Among the four core language skills, listening serves as the foundation for language acquisition, enabling learners to perceive phonological features, recognize vocabulary, and interpret language use in authentic communicative contexts. Listening comprehension not only determines the effectiveness of oral communication but also facilitates the development of speaking, reading, and writing skills (Richards, 2008; Vandergrift & Goh, 2012). However, for non-major learners of Chinese, listening remains one of the most challenging language skills because of limited vocabulary, insufficient exposure to authentic language environments, the rapid speech rate of native speakers, and the phonological complexity of Mandarin Chinese (Kane, 2006; Norman, 1988). Furthermore, limited classroom instruction provides insufficient opportunities for intensive listening practice, highlighting the need for more effective instructional approaches to enhance listening comprehension.

The rapid advancement of digital technologies and social media platforms has created new opportunities for language instruction, among which short-form videos have emerged as a promising pedagogical resource. By integrating visual cues, spoken language, and authentic communicative contexts, short-form videos provide richer multimodal input than

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conventional audio-based materials. According to the Cognitive Theory of Multimedia Learning, combining verbal and visual information enhances information processing and retention (Mayer, 2021). Likewise, Cognitive Load Theory suggests that presenting learning content in smaller, manageable segments reduces the burden on working memory and facilitates more effective learning (Sweller, 1988). These theoretical perspectives underpin the growing adoption of microlearning, which aligns well with the flexible and learner-centered nature of digital education (Kapp & DeFelice, 2019). In foreign language learning, short-form videos also expose learners to authentic linguistic input, enabling them to infer meaning from contextual and visual cues, a process consistent with Krashen's Input Hypothesis (Krashen, 1985).

A growing body of research has demonstrated the pedagogical value of video-based instruction in foreign language education. Sueyoshi and Hardison (2005) found that visual cues, such as gestures and facial expressions, significantly improve learners' listening comprehension. Subsequent studies have further shown that learners receiving video-based instruction outperform those using audio-only materials while also exhibiting higher levels of learning motivation, engagement, and autonomous learning ability (Mandala, 2017; Kaye et al., 2021; Laus et al., 2025). Nevertheless, most existing studies have focused on English language teaching or learners majoring in foreign languages. Empirical evidence regarding the effectiveness of short-form videos in teaching Chinese as a foreign language, particularly among non-major university students, remains limited.

In Vietnam, the integration of short-form videos into Chinese language instruction has recently attracted increasing scholarly attention. Previous studies indicate that university students generally hold positive attitudes toward learning Chinese through TikTok and other short-video platforms, perceiving them as engaging and accessible learning resources (Le et al., 2022; Nguyen, 2023). However, most domestic research has primarily examined learners' perceptions or the current state of technology adoption rather than empirically evaluating the impact of short-form videos on listening comprehension. Moreover, evidence from regional universities remains scarce.

To address these research gaps, the present study investigates the effectiveness of integrating short-form videos into Chinese listening instruction for non-major students at Thai Nguyen University of Education, Vietnam. A quasi-experimental design combined with questionnaire surveys was employed to evaluate both students' listening performance and their perceptions of video-assisted learning. By providing empirical evidence on the pedagogical effectiveness of short-form videos in Chinese language education, this study contributes to the growing body of research on technology-enhanced language learning and offers practical recommendations for optimizing the integration of digital learning resources in the context of Vietnam's ongoing educational digital transformation.

2. Materials and methods

2.1. Participants and Research Context

This study was conducted at Thai Nguyen University of Education, Vietnam, during the second semester of the 2025–2026 academic year to examine the effectiveness of integrating short-form videos into Chinese listening instruction for non-major university students. The study involved two groups of participants: undergraduate students enrolled in the Basic Chinese course and instructors responsible for teaching the course.

Table 1 Demographic Characteristics of the Study Participants

Participant groups	Number (n)	Characteristics	Purpose of Participation
Students in the Experimental Group	40	Participated in the intervention and completed the questionnaire	Second-year non-major students of Chinese with elementary-level proficiency
Students in the Control Group	40	Received conventional instruction and completed the questionnaire	Second-year non-major students of Chinese with comparable Chinese proficiency
Chinese Language Instructors	10	Completed the instructor questionnaire	Currently teaching or having previously taught non-major Chinese courses

For the quasi-experimental component, a convenience sample of 80 second-year non-major students was recruited from classes following the same curriculum and possessing comparable entry-level Chinese proficiency. Prior to the

intervention, all participants had successfully completed the Basic Chinese course and had not previously received listening instruction using short-form videos. The participants were randomly assigned to either an experimental group ($n = 40$) or a control group ($n = 40$). The experimental group received listening instruction through short-form videos integrated with structured pre-listening, while-listening, and post-listening activities, whereas the control group continued to receive conventional listening instruction based on the prescribed textbook and audio-only materials.

In addition, 10 instructors who were currently teaching or had previously taught non-major Chinese courses participated in a questionnaire survey. The survey explored their current use of short-form videos, criteria for selecting instructional materials, classroom implementation strategies, and perceived challenges in integrating video-based resources into Chinese language instruction.

Following the four-week intervention, all 80 student participants completed a post-intervention questionnaire designed to assess their perceptions, learning attitudes, and evaluations of the effectiveness of short-form video-assisted instruction. The demographic characteristics of the participants are presented in Table 1.

The study focused on three primary objectives: (i) examining the current use of short-form videos in teaching and learning Chinese among non-Chinese-major students; (ii) evaluating the effects of short-form videos on students' learning outcomes, perceptions, and attitudes following the instructional intervention; and (iii) proposing pedagogical recommendations to enhance the integration of short-form videos into Chinese listening instruction at Thai Nguyen University of Education, Vietnam.

2.2. Research Design and Experimental Procedure

This study adopted a quasi-experimental control-group design to investigate the effectiveness of integrating short-form videos into Chinese listening instruction for non-Chinese-major university students. Owing to institutional scheduling constraints, intact classes were maintained throughout the study. One class was designated as the experimental group, while the other served as the control group. The two groups were comparable in terms of class size, curriculum, instructional materials, and teaching hours. Moreover, both groups were taught by the same instructor to minimize potential confounding variables related to teaching style and instructional practice.

Before the intervention, all participants completed a pre-test to determine whether the two groups were comparable in their Chinese listening comprehension. During the intervention, the experimental group received listening instruction through short-form videos integrated with structured pre-listening, while-listening, and post-listening activities. In contrast, the control group received conventional listening instruction using the prescribed textbook and audio-only materials. The intervention lasted four weeks (eight class sessions). Both groups were taught the same instructional content, learning objectives, and instructional duration. The short-form videos used in the experimental group ranged from 30 seconds to 3 minutes in length and were selected according to the following criteria: authentic topics relevant to students' daily lives, a speech rate appropriate for elementary-level learners, clear audio and visual quality, and the inclusion of Chinese subtitles to facilitate listening comprehension. By contrast, the control group used audio recordings accompanying the textbook without any visual support.

Table 2 Comparison of the Experimental Conditions Between the Two Study Groups

Criterion	Experimental group	Control group
Number of participants	40	40
Instructor	Same instructor	Same instructor
Curriculum	Identical	Identical
Intervention duration	4 weeks (8 class sessions)	4 weeks (8 class sessions)
Instructional content	Identical	Identical
Pre-, while-, and post-listening activities	Yes	Yes
Instructional materials	Short-form videos (30 s–3 min)	Conventional audio materials
Pre-test and post-test	Yes	Yes

Source: Compiled by the authors (2026).

Upon completion of the intervention, both groups completed a post-test with a structure and level of difficulty equivalent to those of the pre-test to evaluate changes in listening performance. In addition, all students in the experimental group completed a questionnaire investigating their perceptions, learning attitudes, and challenges associated with the use of short-form videos. A separate questionnaire was administered to instructors to explore current practices and perceptions regarding the integration of video-based resources into Chinese language teaching. To complement the quantitative findings, classroom observations and semi-structured interviews with selected students were conducted to collect qualitative data. The experimental conditions for both groups are summarized in Table 2.

2.3. Data Collection Instruments

This study employed a mixed-methods approach, combining quantitative and qualitative data collection techniques to comprehensively evaluate the effectiveness of integrating short-form videos into Chinese listening instruction. The data collection instruments included pre-tests and post-tests, questionnaire surveys administered to students and instructors, classroom observations, and semi-structured interviews.

The pre-test and post-test were developed in accordance with the intended learning outcomes of the Basic Chinese course for non-Chinese-major students. Both tests were designed with equivalent structures and levels of difficulty to ensure comparability. The assessments measured four aspects of listening comprehension: vocabulary recognition, identification of main ideas, extraction of detailed information, and inferential comprehension in everyday communicative contexts. The test scores were used to compare changes in listening performance between the experimental and control groups.

The student questionnaire was adapted from previous studies on multimedia learning, microlearning, and the use of video-based instruction in foreign language education (Mayer, 2021; Kapp & DeFelice, 2019). It consisted of three sections: (i) students' current use of short-form videos for learning Chinese; (ii) perceptions of instructional materials, learning experiences, and attitudes toward video-assisted learning; and (iii) perceived challenges and recommendations regarding the use of short-form videos in listening instruction. All questionnaire items were rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 3 Data Collection Instruments

Instrument	Participants	Purpose	Data Collected
Pre-test	80 students	To assess the baseline listening proficiency of the two groups before the intervention	Pre-test scores
Post-test	80 students	To evaluate students' listening performance after the intervention	Post-test scores
Student questionnaire	80 students	To examine students' perceptions, learning attitudes, and learning experiences	Quantitative data (Likert-scale responses) and open-ended comments
Instructor questionnaire	10 Chinese language instructors	To investigate the current use and perceived effectiveness of short-form videos in Chinese language teaching	Quantitative data and qualitative comments
Classroom observations	Two classes	To document students' participation and classroom interaction during the intervention	Observation notes
Semi-structured interviews	Selected instructors and students	To supplement and explain the quantitative findings	Qualitative data

Source: Authors' compilation (2026).

The instructor questionnaire examined the current use of short-form videos in teaching, criteria for selecting instructional materials, instructional strategies, perceived effectiveness, and challenges associated with classroom implementation. To complement the survey data, classroom observations were conducted to document students'

participation and classroom interaction throughout the intervention. In addition, semi-structured interviews were carried out with selected instructors and students to provide qualitative insights and facilitate the interpretation of the quantitative findings. A summary of the data collection instruments employed in this study is presented in Table 3.

2.4. Data Analysis

The quantitative data collected from the pre-test, post-test, and the student and instructor questionnaires were compiled, coded, and analyzed using IBM SPSS Statistics version 26.0. Prior to statistical analysis, all questionnaire responses were screened for completeness, and incomplete or invalid responses were excluded to ensure the reliability of the dataset.

Descriptive statistics were employed to summarize the data, including frequencies, percentages, means, and standard deviations (SDs). These statistics were used to describe the characteristics of the study sample and to examine students' and instructors' evaluations of the use of short-form videos in Chinese listening instruction. To examine differences in learning outcomes between the experimental and control groups, an independent-samples t-test was conducted to compare the mean scores of the two groups. In addition, a paired-samples t-test was performed to assess within-group changes in listening performance from pre-test to post-test. Statistical significance was established at $p < .05$.

Qualitative data obtained from classroom observations and semi-structured interviews were analyzed using thematic content analysis. The data were coded and organized into emerging themes to complement and explain the quantitative findings, thereby providing deeper insights into students' learning experiences and the instructional effectiveness of short-form videos. For questionnaire items measured on a five-point Likert scale, mean scores were interpreted according to the following criteria: 1.00–1.80 (Very Low), 1.81–2.60 (Low), 2.61–3.40 (Moderate), 3.41–4.20 (High), and 4.21–5.00 (Very High).

3. Results

3.1. The current situation regarding the use of short videos in teaching and learning Chinese listening skills

To establish a basis for developing an experimental process and evaluating the effectiveness of applying short videos in teaching Chinese listening comprehension skills, this study surveyed the current use of this type of learning material among lecturers and students. The survey focused on the level of use, sources of learning materials, and commonly used video platforms in the teaching and learning process. The results relatively clearly reflect the trend of applying short videos in the context of non-specialized Chinese language training at Thai Nguyen University of Education.

Table 4 Current status of short video usage by lecturers in teaching Chinese (n = 10)

Survey Item	Frequency	Percentage (%)
Frequently use short-form videos	3	30.0
Occasionally use short-form videos	5	50.0
Rarely use short-form videos	2	20.0
Never use short-form videos	0	0.0
Develop or edit short-form videos for instructional purposes	4	40.0
Use short-form videos from online platforms	9	90.0

Source: Authors' compilation (2026).

The findings presented in Table 4 indicate that all participating instructors had used short-form videos in Chinese language instruction to varying degrees. Specifically, 30.0% reported using them frequently, 50.0% occasionally, and 20.0% only in selected lessons. These findings suggest that although short-form videos have become a relatively common instructional resource, they have not yet been systematically integrated into regular teaching practice.

Regarding the development of instructional materials, 40.0% of the instructors reported creating or editing their own short-form videos for classroom use. However, the vast majority (90.0%) primarily relied on existing videos available on online platforms. This finding reflects the abundance and accessibility of digital learning resources while also indicating that the development of instructional videos tailored to specific learning objectives and learner characteristics remains limited.

The survey further revealed that YouTube (100%) was the most widely used platform among instructors because of its extensive collection of educational resources, ease of access, and abundant videos covering communicative topics aligned with the course curriculum. TikTok (80%) was also widely adopted to enhance student engagement through short, authentic, and up-to-date video content. Facebook (70%) was primarily used as a platform for sharing instructional materials and communicating with students through course groups. In contrast, Douyin (10%) and other platforms (10%) were used by only a small number of instructors, mainly because of limited accessibility and lower popularity in Vietnam.

The student survey revealed that short-form videos have become one of the most frequently used learning resources for autonomous Chinese language learning. Nevertheless, students differed considerably in both the frequency with which they used short-form videos and the purposes for which they used them.

Table 5 Current Use of Short-Form Videos in Chinese Language Learning among Students (n = 80)

Survey Item	Frequency	Percentage (%)
Very Frequently	15	18.8
Frequently	26	32.5
Occasionally	28	35.0
Rarely	9	11.2
Never	2	2.5
Purpose of Use*		
Improving listening comprehension	61	76.3
Learning vocabulary	55	68.8
Improving pronunciation	47	58.8
Learning about Chinese culture	39	48.8
Entertainment combined with learning	52	65.0

Note: Multiple responses were allowed; therefore, the total percentage exceeds 100%. Source: Authors' survey data (2026).

The results presented in Table 5 indicate that more than half of the students (51.3%) reported using short-form videos frequently or very frequently when learning Chinese, while 35.0% reported using them occasionally. Only 13.7% of the respondents indicated that they rarely or never used this type of learning resource. These findings suggest that short-form videos have gradually become a widely adopted learning tool among non-Chinese-major students.

Regarding the purposes of use, improving listening comprehension was the most frequently reported purpose (76.3%), followed by learning vocabulary (68.8%), learning through entertainment (65.0%), and improving pronunciation (58.8%). Nearly half of the students also reported using short-form videos to learn about Chinese culture. These findings indicate that students use short-form videos not only to acquire linguistic knowledge but also to deepen their understanding of authentic communicative contexts and Chinese culture, thereby enhancing their learning motivation and engagement.

The survey further revealed that TikTok (87.5%) was the most popular platform for learning Chinese, followed by YouTube (63.8%) and Facebook (53.8%). TikTok was particularly favored because of its short, engaging, and easily accessible videos optimized for mobile devices. In contrast, YouTube was valued for its comprehensive instructional content and abundant learning resources, whereas Facebook was primarily used for sharing learning materials and facilitating communication between instructors and students. By comparison, Douyin (5.0%) and other platforms (3.8%) were used by only a small proportion of students, indicating their relatively limited adoption in the Vietnamese educational context.

3.2. Effects of Short-Form Videos on Chinese Listening Comprehension

To evaluate the effectiveness of integrating short-form videos into Chinese listening instruction, the study compared the listening test performance of the experimental and control groups before and after the instructional intervention. Both groups completed a pre-test and a post-test with equivalent structures and levels of difficulty. An independent-

samples t test was performed to examine whether there were statistically significant differences in the mean scores between the two groups.

Table 6 Comparison of Pre-test Scores Between the Experimental and Control Groups

Group	n	M	SD	t	Sig. (2-tailed)
Experimental Group	40	5.84	0.81		
Control Group	40	5.76	0.79	0.446	0.657

Source: Authors' survey data (2026).

As shown in Table 6, the mean pre-test score of the experimental group ($M = 5.84$, $SD = 0.81$) did not differ significantly from that of the control group ($M = 5.76$, $SD = 0.79$), with no statistically significant difference observed between the two groups ($p = .657 > .05$). These findings indicate that the two groups were comparable in their Chinese listening comprehension proficiency prior to the intervention, thereby providing a sound baseline for evaluating the effectiveness of the instructional intervention.

Table 7 Comparison of Post-test Scores Between the Experimental and Control Groups

Group	n	M	SD	Mean Gain (Δ)	t	Sig.
Experimental Group	40	8.02	0.74	+2.18		
Control Group	40	7.18	0.83	+1.42	4.782	<0.001

Source: Authors' survey data (2026).

After the four-week intervention, both groups demonstrated improvements in their listening test scores compared with their pre-test performance. However, the experimental group achieved a significantly higher mean score ($M = 8.02$, $SD = 0.74$) than the control group ($M = 7.18$, $SD = 0.83$). The results of the independent-samples t test revealed a statistically significant difference between the two groups ($p < .001$). These findings indicate that the integration of short-form videos contributed substantially to improving students' Chinese listening comprehension performance.

Overall, the experimental findings demonstrate that the use of short-form videos not only enhanced students' learning outcomes but also produced significantly better results than the conventional teaching approach. These results provide empirical evidence supporting the potential of short-form videos as an effective instructional resource for developing Chinese listening comprehension among non-Chinese-major students at Thai Nguyen University of Education, Vietnam.

3.3. Students' Evaluation of the Use of Short-Form Videos in Chinese Listening Learning

Following the intervention, a questionnaire survey was administered to 80 students to evaluate the suitability of short-form video materials, their perceived effectiveness in supporting learning, and the challenges encountered during their use. All questionnaire items were assessed using a five-point Likert scale (1 = Strongly disagree; 5 = Strongly agree). The results are presented using mean (M) and standard deviation (SD) values, together with the corresponding interpretation levels.

Table 8 Students' Evaluation of the Quality of Short-Form Video Learning Materials ($n = 80$)

Evaluation Item	M	SD	Interpretation
The video content was relevant to the lesson	4.21	0.71	High
The visual presentation was clear and easy to follow	4.34	0.66	High
The audio quality was clear and easy to understand.	4.16	0.73	High
The speaking pace was appropriate for my proficiency level.	3.92	0.81	Moderate
The Chinese subtitles effectively supported listening comprehension.	4.27	0.69	High
Overall Mean	4.18	0.72	High

Source: Authors' survey data (2026).

The results presented in Table 8 indicate that students held positive perceptions of the quality of the short-form video learning materials, with an overall mean score of 4.18 out of 5.00, corresponding to a high level of evaluation. Among the evaluated criteria, the visual presentation was clear and easy to follow received the highest rating ($M = 4.34$, $SD = 0.66$), followed by the Chinese subtitles effectively supported listening comprehension ($M = 4.27$, $SD = 0.69$). These findings suggest that the integration of visual information, audio, and subtitles facilitated students' comprehension of the instructional content.

The criterion the speaking pace was appropriate for my proficiency level received the lowest mean score ($M = 3.92$), although it remained within the high evaluation range. This finding indicates that some students still experienced difficulties understanding authentic spoken Chinese delivered at a relatively fast pace by native speakers.

Table 9 Students' Evaluation of the Effectiveness of Short-Form Videos in Chinese Listening Learning ($n = 80$)

Evaluation Item	M	SD	Interpretation
The videos helped me better understand the listening materials	4.25	0.68	High
The videos helped me retain new vocabulary more effectively	4.12	0.74	High
The videos improved my Chinese listening comprehension	4.28	0.67	High
The videos increased my interest in learning Chinese	4.41	0.63	Very High
The videos encouraged me to engage in self-directed learning	4.18	0.72	High
The videos increased my confidence in listening to spoken Chinese	4.09	0.76	High
Overall Mean	4.22	0.70	High

Source: Authors' survey data (2026).

The results presented in Table 9 indicate that students perceived short-form videos to be highly effective in supporting Chinese listening learning, with an overall mean score of 4.22, corresponding to a very high level of evaluation. The highest-rated item was the videos increased my interest in learning Chinese ($M = 4.41$, $SD = 0.63$), suggesting that short-form videos were highly effective in attracting students' attention and sustaining their learning motivation.

Furthermore, the items related to improving listening comprehension, better understanding the listening materials, and encouraging self-directed learning all received mean scores above 4.10, indicating that students perceived short-form videos as having a positive impact on their language learning process. Although the videos increased my confidence in listening to spoken Chinese received the lowest mean score ($M = 4.09$) among the evaluated items, the result still fell within the high evaluation level, suggesting that students generally held favorable perceptions of the effectiveness of this instructional approach.

Table 10 Students' Perceived Difficulties in Learning Chinese Listening Through Short-Form Videos ($n = 80$)

Evaluation Item	M	SD	Interpretation
The speech rate of native speakers was too fast	3.76	0.88	Good
The videos contained too many unfamiliar words	3.69	0.91	Good
I was easily distracted by entertaining content	3.32	0.97	Average
Poor Internet connectivity affected my learning	3.15	1.02	Average
I did not have sufficient time for regular self-study.	3.84	0.86	Good
Overall Mean	3.55	0.93	Good

Source: Authors' survey data (2026).

Although students perceived short-form videos positively, they also reported several challenges during the learning process. As shown in Table 10, the two most significant difficulties were insufficient time for regular self-study ($M = 3.84$, $SD = 0.86$) and the fast speech rate of native speakers ($M = 3.76$, $SD = 0.88$). In addition, the presence of numerous unfamiliar vocabulary items also affected students' comprehension. By contrast, factors such as poor Internet

connectivity and distraction caused by entertaining content were rated at a moderate level, suggesting that these issues were not major obstacles for most participants.

Overall, students expressed positive perceptions of using short-form videos for learning Chinese listening comprehension. Among the three dimensions evaluated, perceived learning effectiveness received the highest overall mean score ($M = 4.22$), followed by the quality of the learning materials ($M = 4.18$). Although students reported several challenges, the overall mean score for this dimension was only 3.55, which was considerably lower than those of the other two dimensions. This finding suggests that the reported difficulties did not substantially diminish the overall effectiveness of short-form videos in supporting students' learning. Moreover, these findings are consistent with the experimental results reported in Section 3.2, in which the experimental group demonstrated significantly greater improvements in listening performance than the control group. Collectively, these results provide empirical evidence supporting the potential of short-form videos as an effective instructional resource for developing Chinese listening comprehension among non-Chinese-major students.

4. Discussion

The findings of this study demonstrate that integrating short-form videos into Chinese listening instruction significantly enhanced the listening comprehension of non-Chinese-major students at Thai Nguyen University of Education, Vietnam. Following the four-week intervention, the experimental group outperformed the control group and reported positive perceptions regarding the quality of the learning materials, learning engagement, and instructional effectiveness. These findings suggest that short-form videos serve not merely as supplementary visual aids but as effective multimedia learning resources that facilitate language comprehension.

The findings are consistent with Mayer's (2021) Cognitive Theory of Multimedia Learning, which posits that combining visual and auditory information enhances information processing and knowledge retention. They also support Sweller's (1988) Cognitive Load Theory, which argues that presenting content in concise, focused learning units reduces cognitive load, particularly for beginner-level foreign language learners.

The present findings are further consistent with previous research on the use of video in foreign language education. Sueyoshi and Hardison (2005) demonstrated that combining visual cues with audio significantly improves listening comprehension compared with audio-only materials. Similarly, Abdelgawad and Selim (2022) reported that video-based instruction enhances learning outcomes while increasing learner engagement. More recent studies on short-form videos and TikTok have likewise shown that brief, visually rich, and interactive content increases learning motivation, promotes autonomous learning, and expands opportunities for language exposure beyond the classroom. These findings help explain why participants in the present study not only achieved higher listening scores but also developed more positive attitudes toward learning Chinese.

One particularly noteworthy finding is that students rated the quality of the short-form video materials highly, especially regarding content relevance, visual clarity, and the effectiveness of subtitles. This suggests that the effectiveness of short-form videos derives not only from their linguistic content but also from their ability to present authentic communicative situations in which learners can simultaneously observe pronunciation, intonation, facial expressions, gestures, and contextual language use. According to Krashen's (1985) Input Hypothesis, language acquisition is facilitated when learners receive comprehensible input that is slightly beyond their current proficiency level. Selecting short-form videos that match learners' proficiency and familiar communicative topics therefore provides accessible input, enabling students to understand listening materials even with relatively limited vocabulary. This finding also aligns with the principles of micro-learning, whereby concise multimedia learning units help sustain learners' attention and improve autonomous learning effectiveness (Kapp & DeFelice, 2019).

Despite these advantages, short-form videos should not be regarded as a complete replacement for conventional teaching methods. Some students continued to experience difficulties because of the rapid speech rate of native speakers and the presence of unfamiliar vocabulary. Others reported being distracted by entertainment-oriented content available on digital platforms. These findings indicate that the effectiveness of short-form videos depends largely on the careful selection of learning materials and the instructional strategies adopted by teachers. Short-form videos are most effective when integrated into a pedagogically structured listening lesson that incorporates pre-listening, while-listening, and post-listening activities, thereby helping learners process, practice, and consolidate newly acquired knowledge.

From a practical perspective, the findings suggest that instructors should regard short-form videos as an integral component of lesson design rather than merely supplementary teaching materials. Video selection should be aligned

with lesson objectives, learners' proficiency levels, and the intended learning outcomes of the course. In addition, higher education institutions should establish shared digital resource repositories and encourage the development of instructional short-form videos tailored to the Vietnamese educational context. Given the relatively small sample size and the short intervention period, future research should involve larger and more diverse participant groups, extend the duration of instructional interventions, and examine the effects of short-form videos on other language skills, such as speaking, reading, and intercultural communicative competence.

5. Conclusion

This study evaluated the effectiveness of integrating short-form videos into Chinese listening instruction for non-Chinese-major students at Thai Nguyen University of Education, Vietnam. The findings indicate that short-form videos significantly improved students' listening comprehension while simultaneously enhancing their learning motivation, engagement, and autonomous learning. Popular platforms such as TikTok, YouTube, and Facebook provide abundant learning resources and demonstrate considerable potential for supporting Chinese language instruction when appropriately selected according to instructional objectives and learners' proficiency levels.

Based on these findings, the study recommends that instructors integrate short-form videos into pedagogically structured listening lessons by incorporating pre-listening, while-listening, and post-listening activities to maximize learning effectiveness. Furthermore, higher education institutions should strengthen the development and sharing of digital learning resources to support foreign language teaching in the context of digital transformation. As this study was conducted at a single institution with a relatively small sample and a short intervention period, future research should include larger and more diverse samples and investigate the effects of short-form videos on additional language skills in order to further validate and generalize the present findings.

Compliance with ethical standards

Acknowledgments

The authors would like to thank the Editor of the journal and the anonymous reviewers for their helpful comments and constructive suggestions. We also express our gratitude to the faculty and undergraduate students at Thai Nguyen University of Education, Vietnam, for their active participation and support during the study.

Disclosure of conflict of interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Statement of ethical approval

The institutional approval for this study was obtained from the Academic and Research Committee of Thai Nguyen University of Education, Vietnam. All experimental procedures and data collection instruments (tests, questionnaires, and interviews) were approved and conducted in strict compliance with the ethical standards of academic research involving human participants.

Statement of informed consent

Informed consent was obtained from all individual participants (both students and instructors) included in the study. All participants were fully informed about the purpose of the research, their anonymity, and their right to withdraw from the study at any time without any academic penalties.

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